

Creating the future Celebrating the Past CTE Educational Performance 2002–2009

CTE STATUS REPORT AND STATE IMPROVEMENT PLAN

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Did you know?

Since 2002 number of Arkansas secondary students completing a career pathway has increased 134%.

Even better news is the fact that the number of those career pathway completers going to college increased by 214%.

And that their remediation rate has dropped by 19%.

And that 71% of those CTE completers who enter college persist to their sophomore year

This rate is 4.7% above ALL ARKANSAS FRESHMEN.



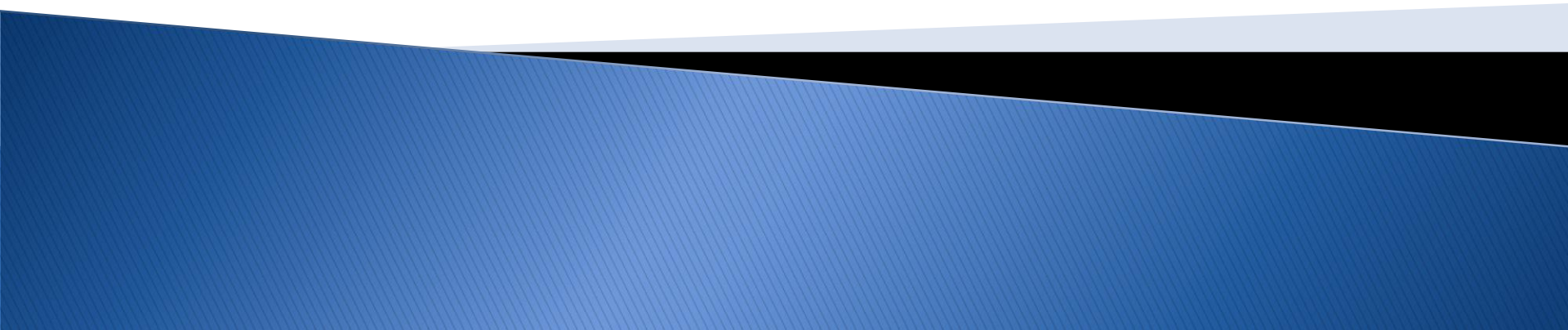
Did you know?

That last year 4,259 CTE students enrolled in College Based Career and Technical Centers, earned a total 28,230 concurrent college credit hours!

This growth reflects a 273% increase in college hours earned at college career centers over the last six years.

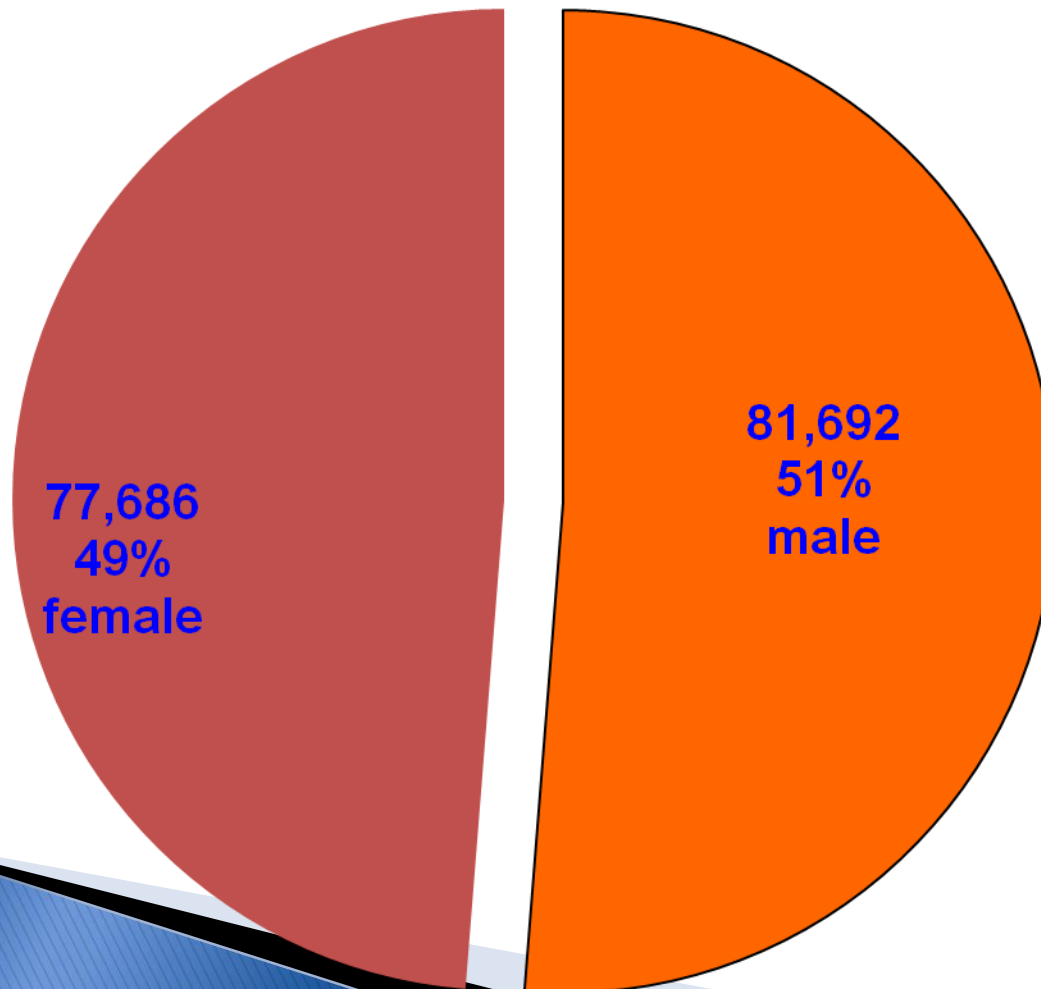


Who are
Arkansas's
Career &
Technical Education
students?



Total Students in Career and Technical Education

2008-2009 CAR



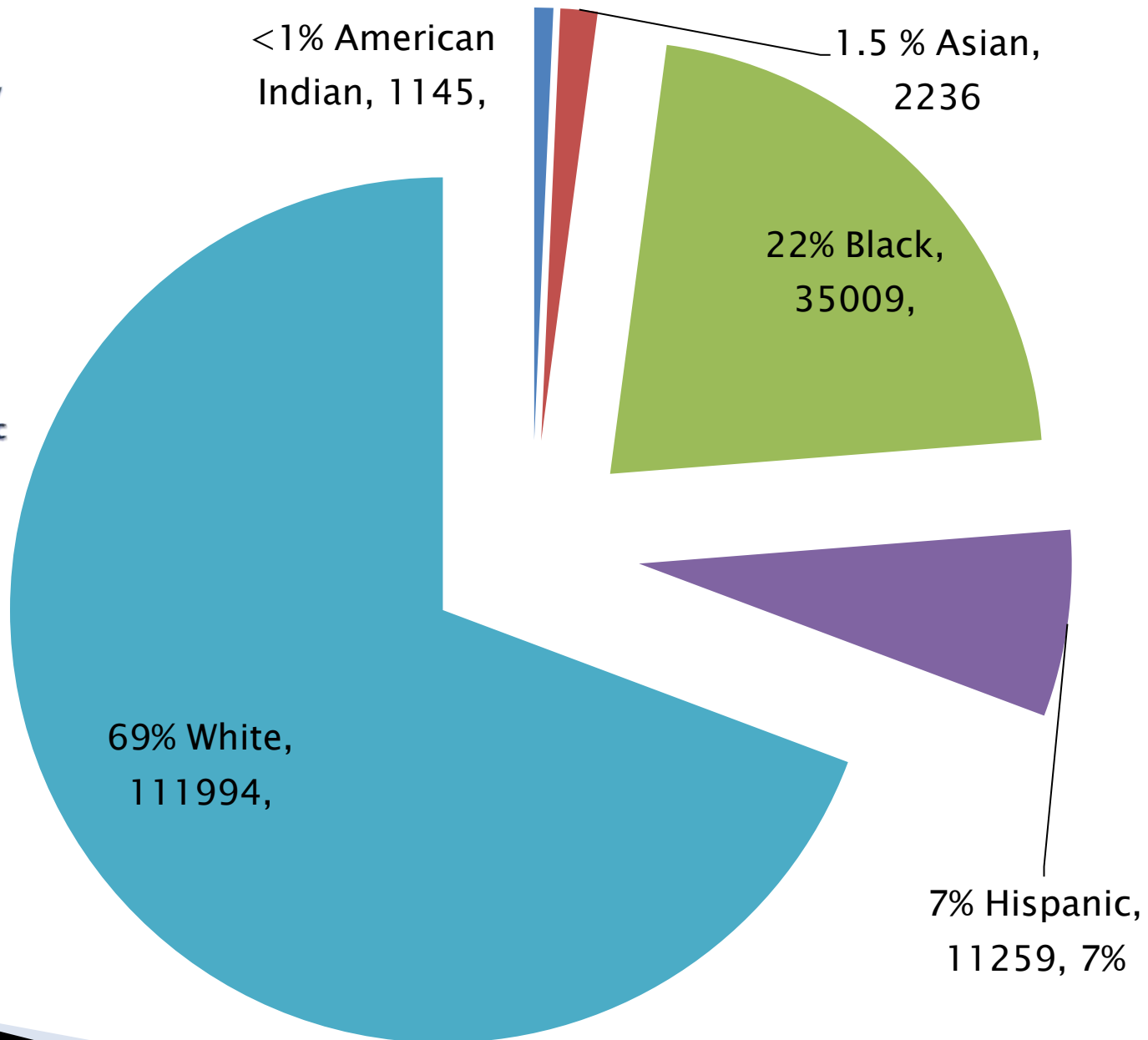
**159,378 Total
Number of
Unduplicated
CTE Students**

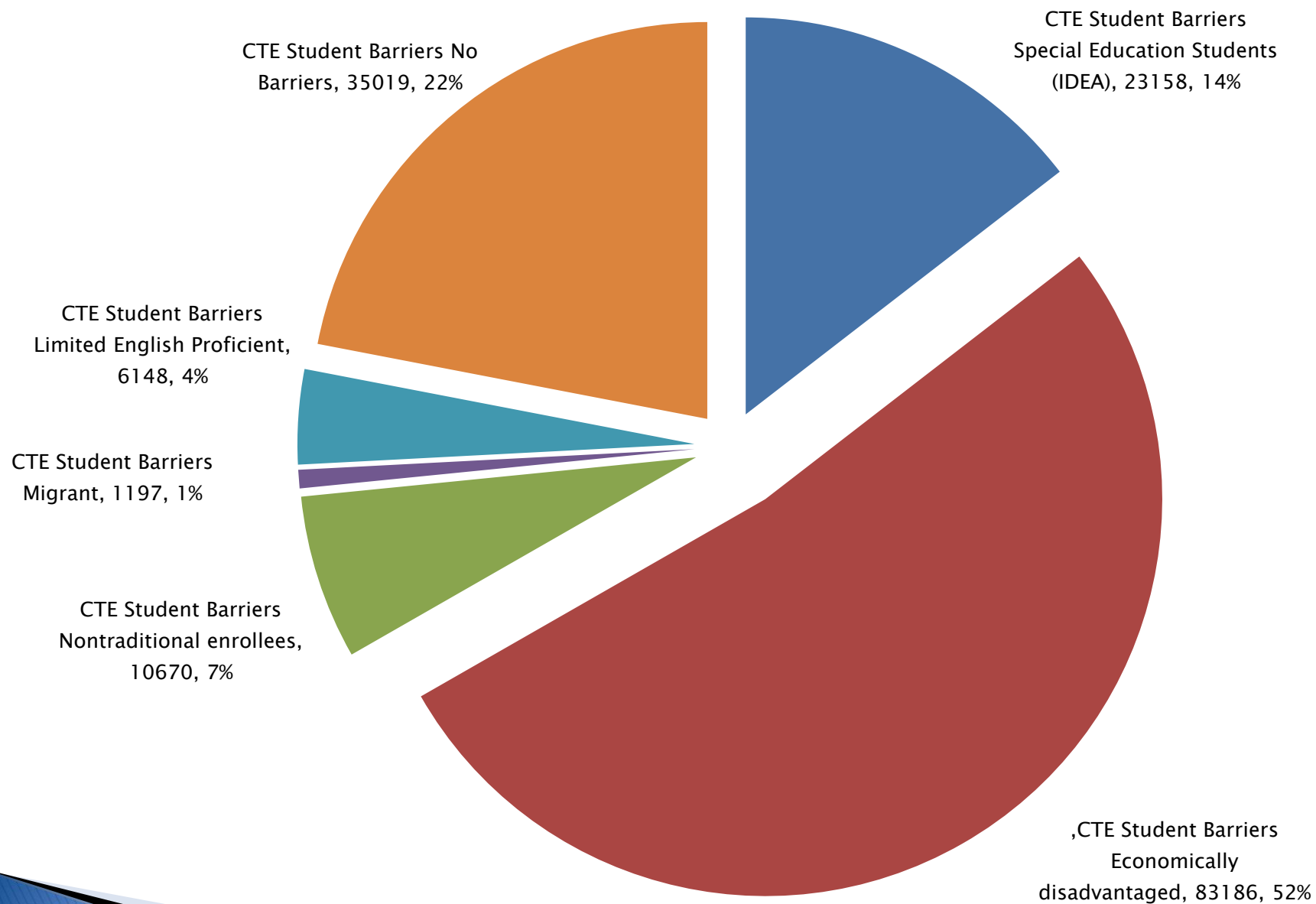
Secondary CTE.....

Students by

Ethnicity

(3.28% Hispanic growth past year)



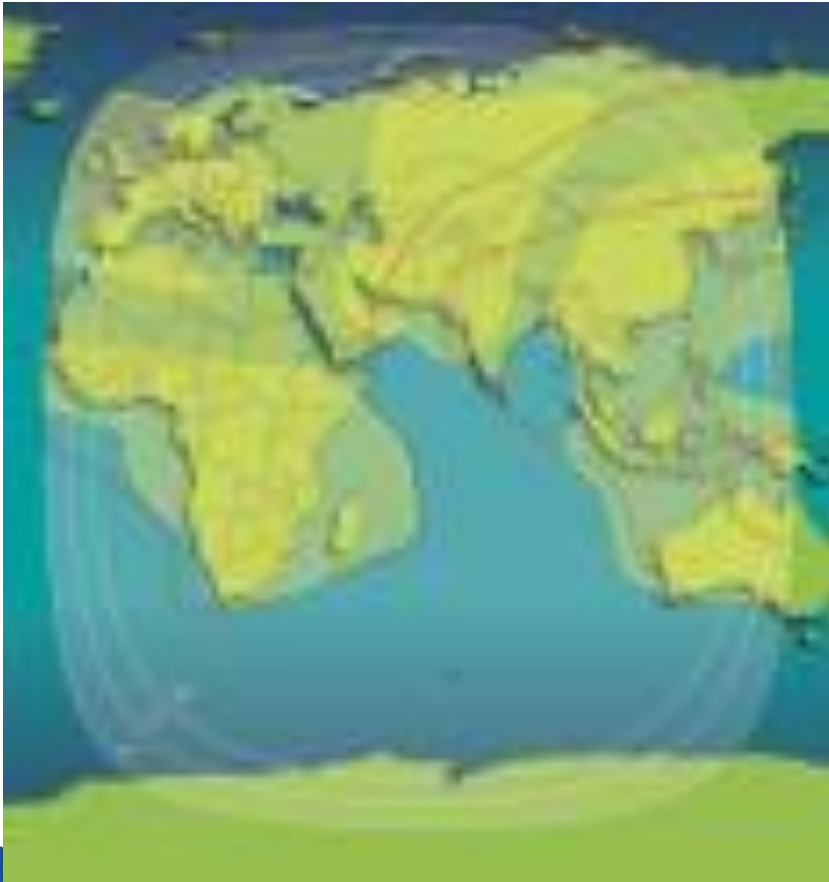


Spirit of the Perkins IV



**Remember
The
Journey
As
We
Began
Perkins IV**

Spirit of the Perkins IV



- ▶ Perkins IV challenged Arkansas CTE Educators to Lead Career and Technical Education into the 21st century and through Program improvement ensure modern, durable and rigorous CTE programs

Purposes of the Act



Perkins IV challenged
Arkansas CTE
Educators
“To Develop
challenging
academic and
technical standards
and related
challenging,
integrated
instruction”

Purposes of the Act

**Perkins IV challenged
Arkansas CTE
Educators to**

- ▶ Promote partnerships (education, workforce boards, business, industry, etc.)
- ▶ Provide technical assistance and professional development



Purposes of the Act

**Perkins IV challenged
Arkansas CTE
Educators to**

- ▶ Increase opportunities for individuals to keep America competitive
- ▶ A focus on high skill, high wage, high demand occupations



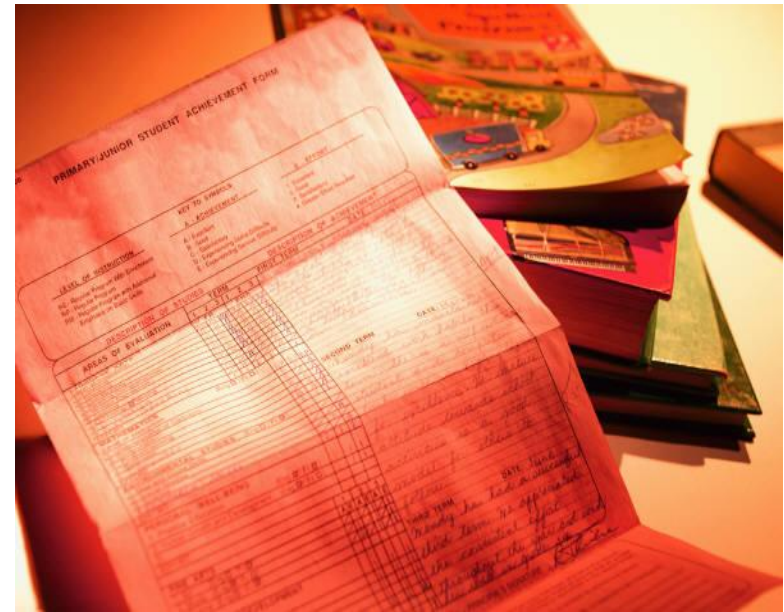


Negotiations -----state to Local

- ▶ To meet the purposes of Perkins IV Indicators of Quality Career and Technical Education were established!
- ▶ Arkansas was required to ‘negotiate’ performance levels with all local recipients
- ▶ Negotiations must be every 2 years and the start point for both the state and for the local Perkins Recipients was their past average level of performance

These new indicators and required levels of performance were a reminder that:

- Funds are not an entitlement and that the use of funds must be flexible and responsive to the accountability data that is collected



Accountability Data

► Congress through Perkins IV challenged us to use the data to make improvements by:

- How we write our Local applications!
- How we chose to use our funds!
- How we develop our Programs of study!
- How we offer our Professional development!
- And how we provide our Technical assistance!



Spirit of the Perkins IV

REPORT CARD	
SUBJECT	GRADE
Academic Achievement	B
Graduation Rates	A-
Skill Attainment	B-
Placement Rates	incomplete
Non-Traditional	A

**These
Indicators
show that
Arkansas
Educators
Have Made A
Difference
For our
Students!**

Career and Technical Education State Statistics

2002/3 2003/4 2004/5 2005/6 2006/7 2007/8 2008/2009

Percent of students
(grades 7–12) enrolled in
one or more
CTE courses

Placement / completers	2001/02	2002/3	2003/4	2004/5	2005/6	2006/7	2007/8	2008/9
Positive Placements	94%	94%	94%	95%	95%	95%	95%	94%
Further education	57%	59%	60%	62%	63%	65%	66%	69%
Employed	33%	31%	31%	30%	28%	26%	29%	27%
Employed in Field	17%	13%	12%	12%	10%	10%	10%	9%
Military	4%	4%	3%	3%	4%	4%	4%	4%
Unemployed	6%	6%	6%	5%	5%	5%	5%	5.54%

Accountability Data

Secondary Indicators



- ▶ Academic achievement – aligned to Arkansas Department of Education academic content & achievement standards (*Geometry and Literacy based on NCLB*)

Literacy State target 2010–2011

67.75% proficient

Math State target 2010–2011

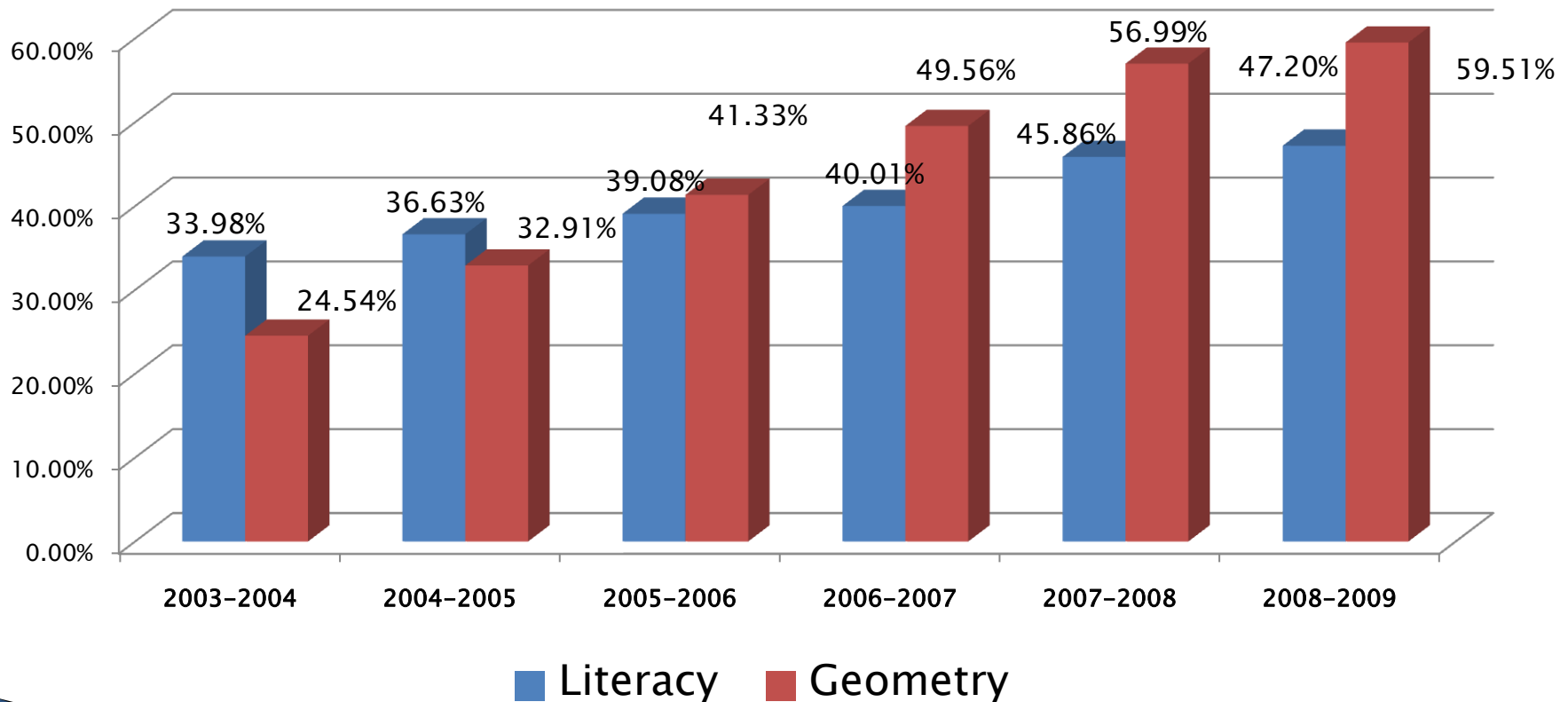
55.75% proficient

**Perkins NCLB Academic Attainment
CTE Completers Proficient or above**

13.22% growth in Literacy – 34.97% growth in geometry

Perkins NCLB Academic Attainment CTE Completers Proficient or above

13.22% growth in Literacy – 34.97% growth in geometry



Accountability Data

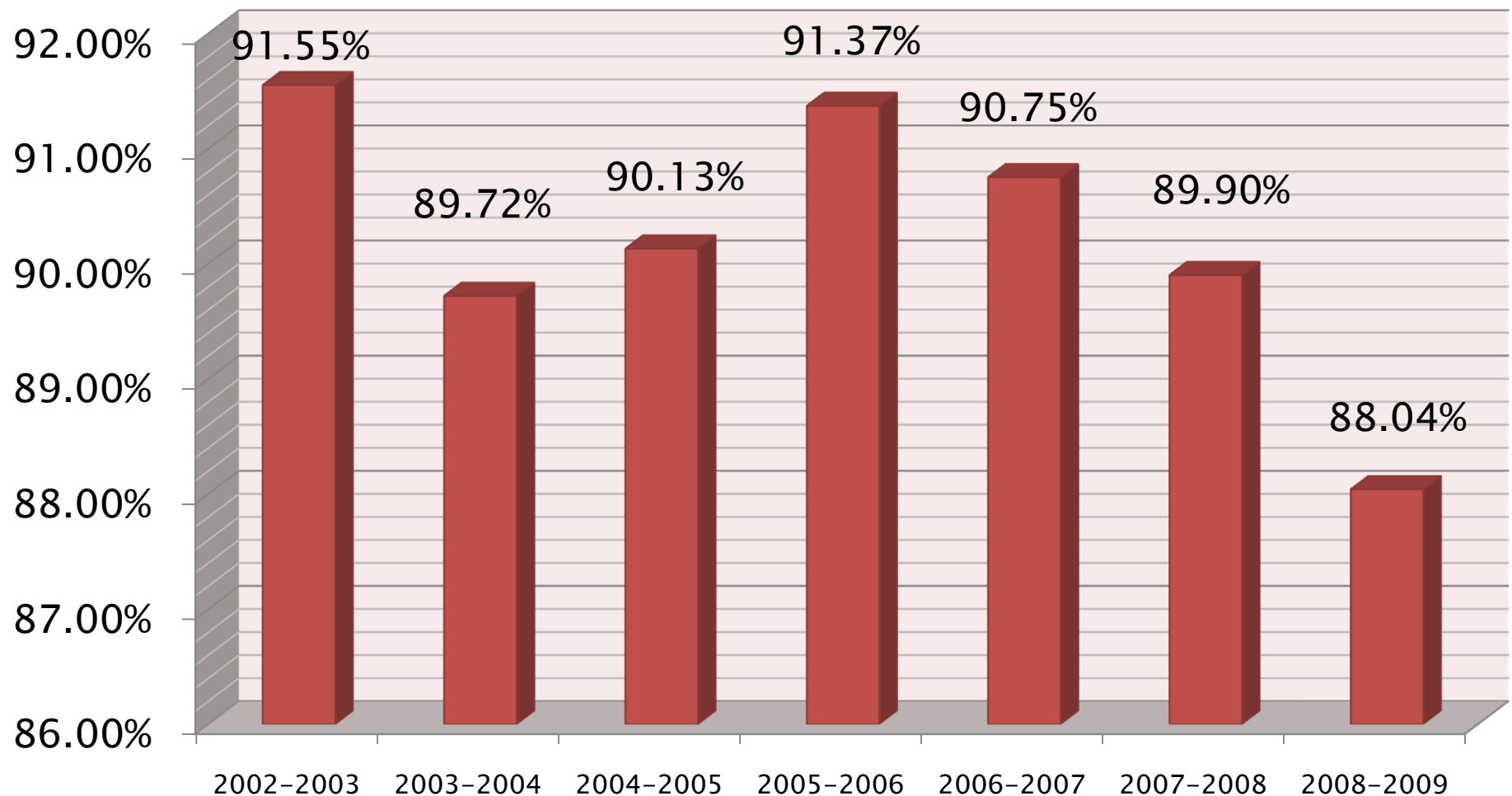
Secondary Indicators



- ▶ Graduation rates (concentrators enrolled in senior year who graduate)
- ▶ Student rates of attainment of (Secondary school diploma GED, Proficiency credential, etc.)

Perkins Graduation Rate of completers unfortunately has declined in the face of economic hard times. Though CTSO numbers have increased we believe more needs to be done to get all students involved and a part of the CTE community.

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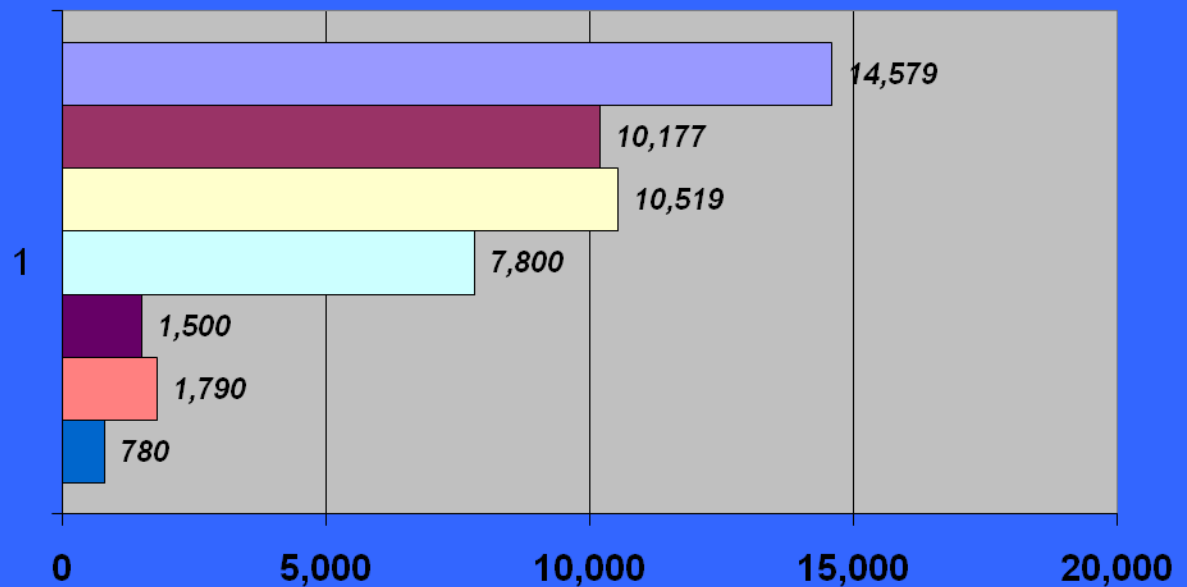


Career and Technical Student Organizations

47,145

Members

2008-09



- FBLA (Future Business Leaders of America)
- FFA (an association of Agriculture Students)
- FCCLA (Family, Career, and Community Leaders of America)
- SkillsUSA
- HOSA (Health Occupation Students of America)
- DECA (an association of marketing students)
- Phi Beta Lambda

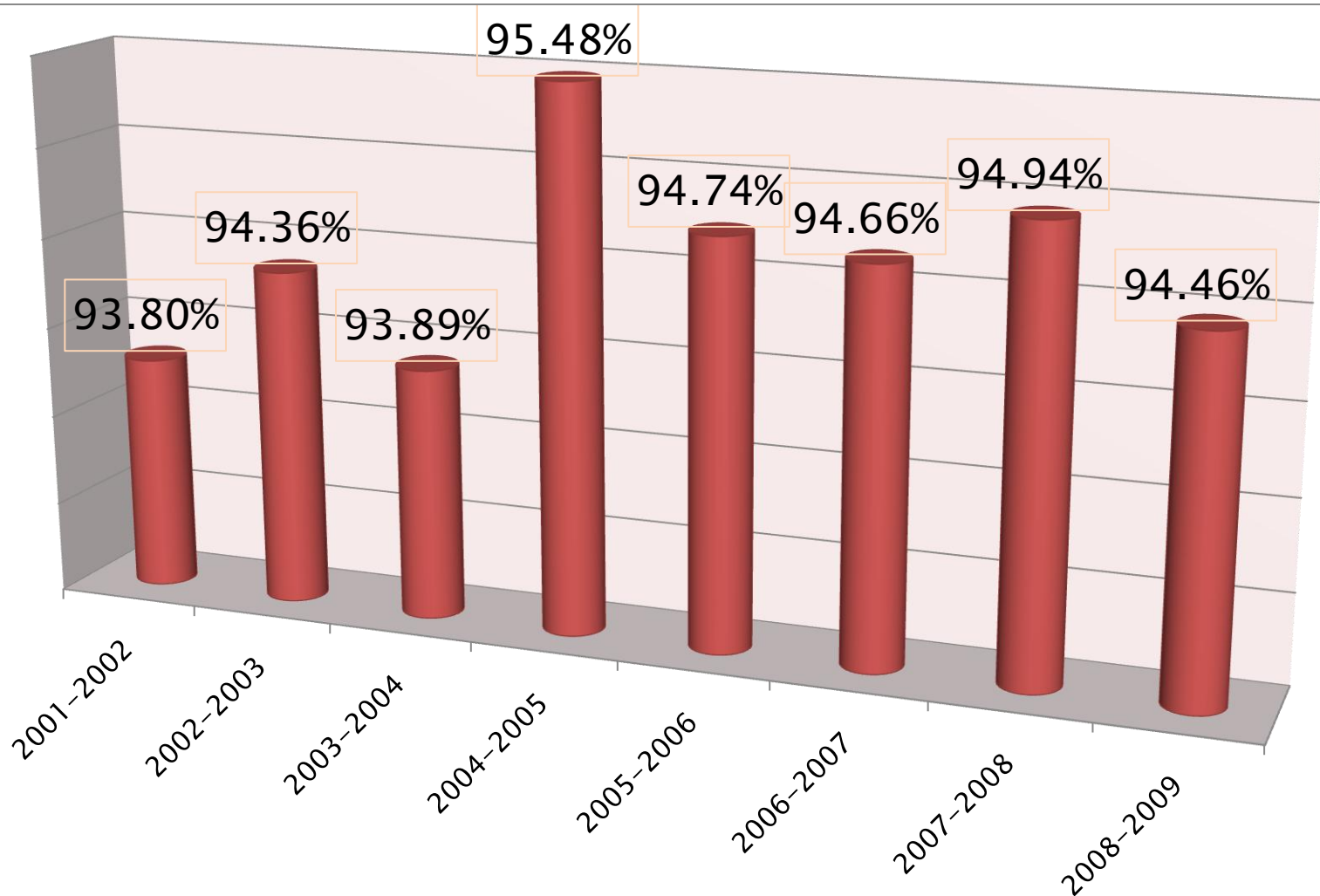
Accountability Data

Secondary Indicators

- ▶ Placement in (Postsecondary education, military or employment)
- ▶ Non Traditional (Participation in and completion of)

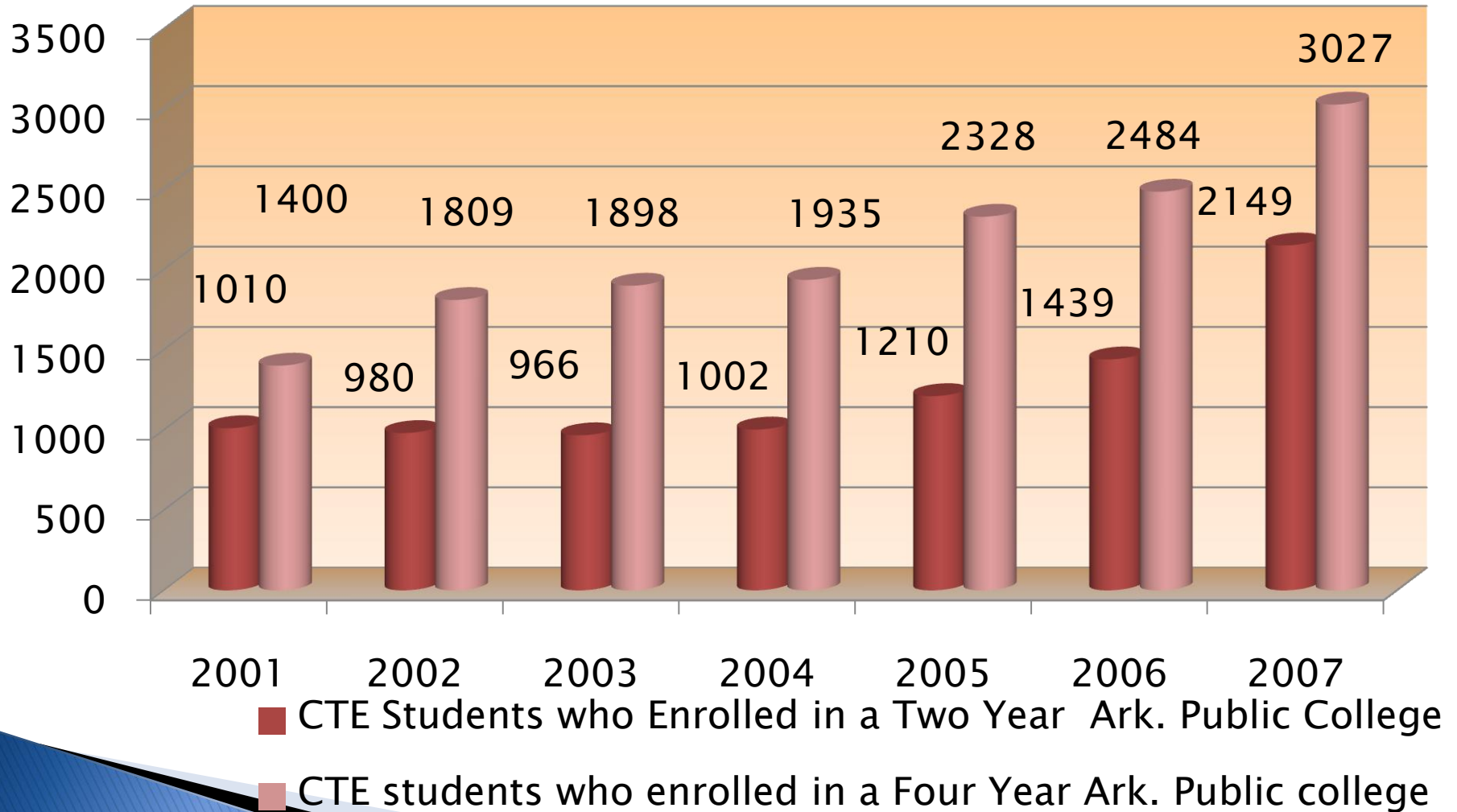
**Perkins Placement Rate of CTE
Completers due to increase college
going rate continues to stay high even
though many jobs have been lost in
Arkansas!**

Perkins Placement Rate of CTE Completers due to increase college going rate continues to stay high even though many jobs have been lost in Arkansas!

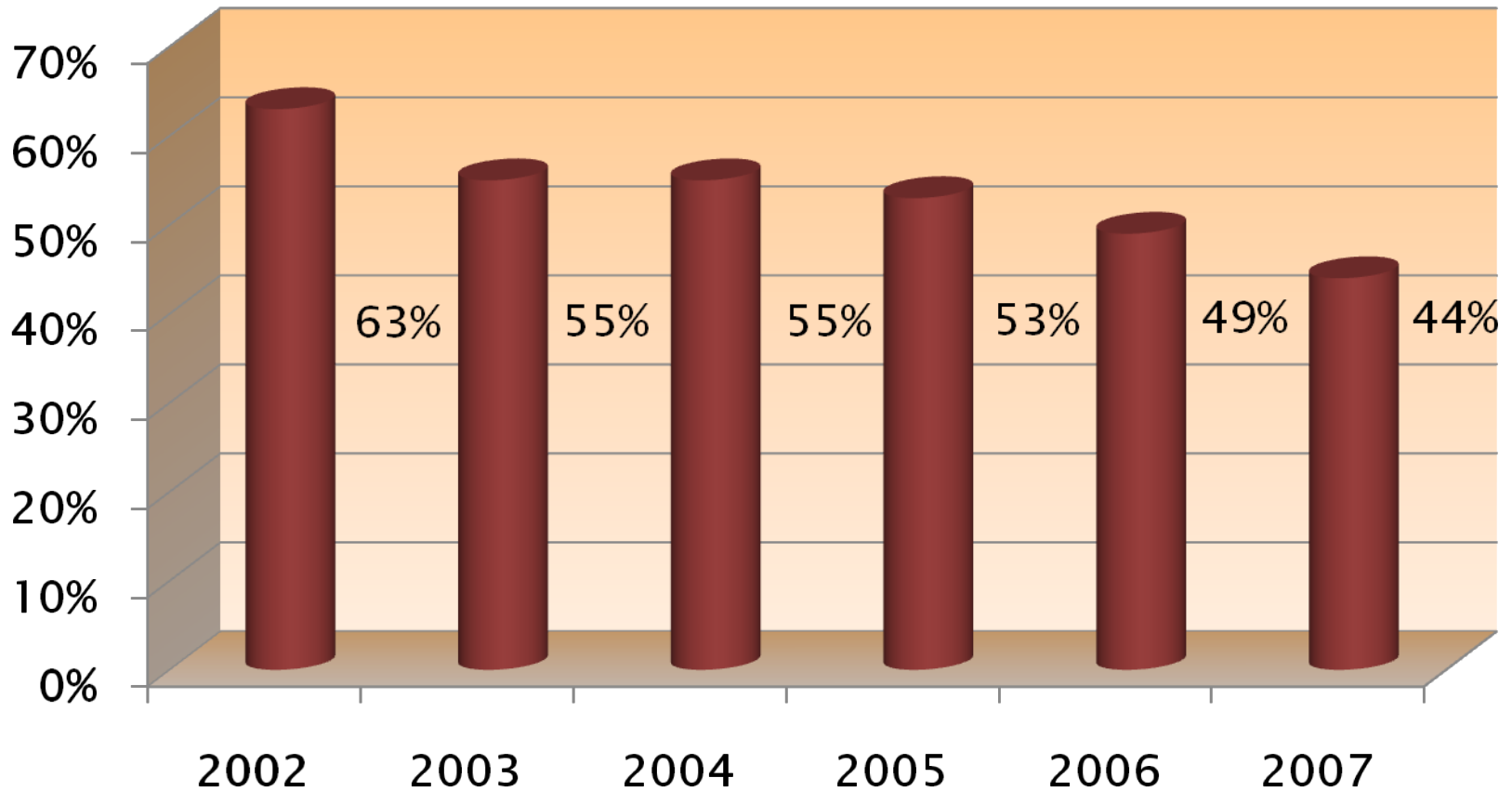


College enrollment of CTE

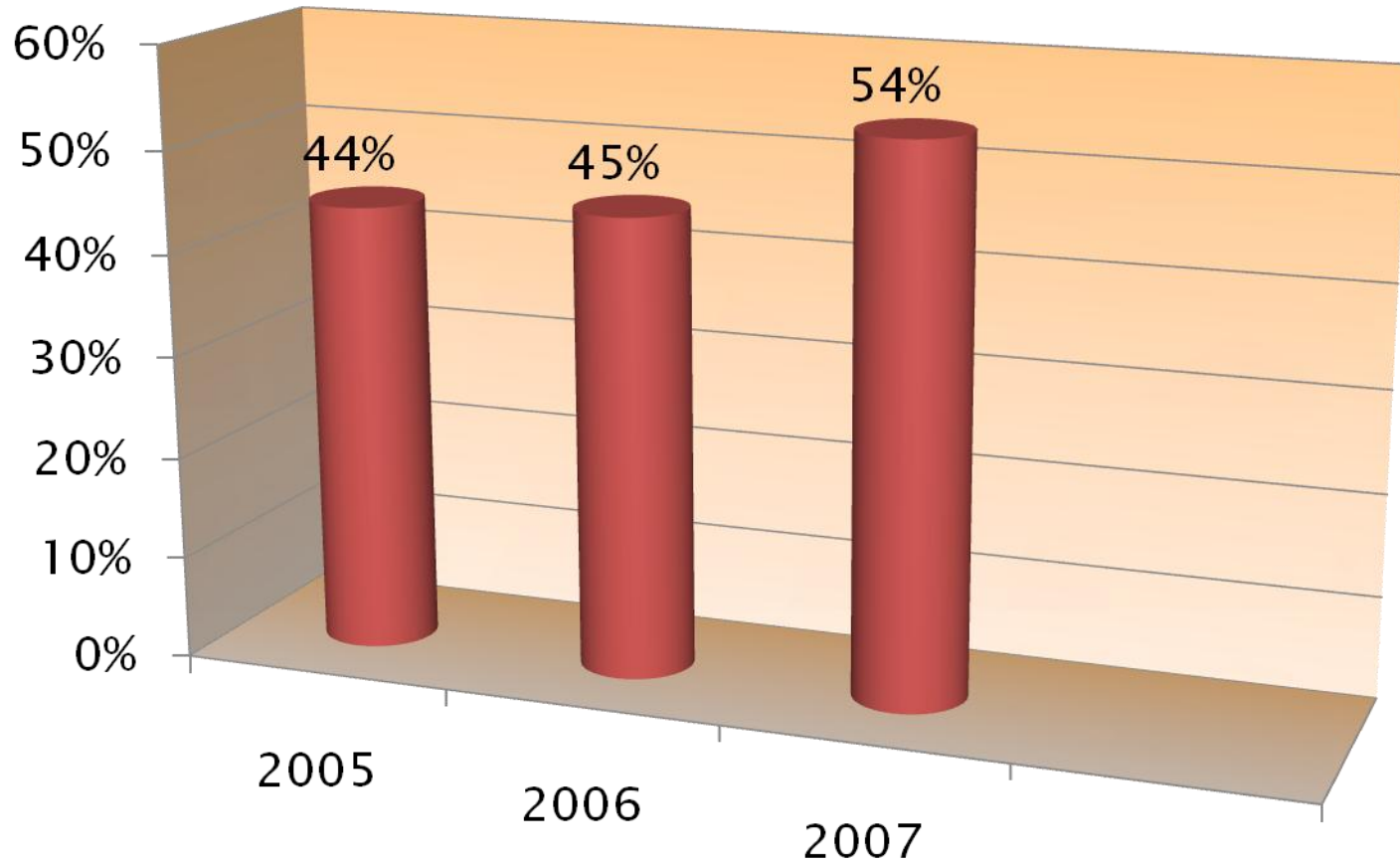
Completers Increased BY 214%



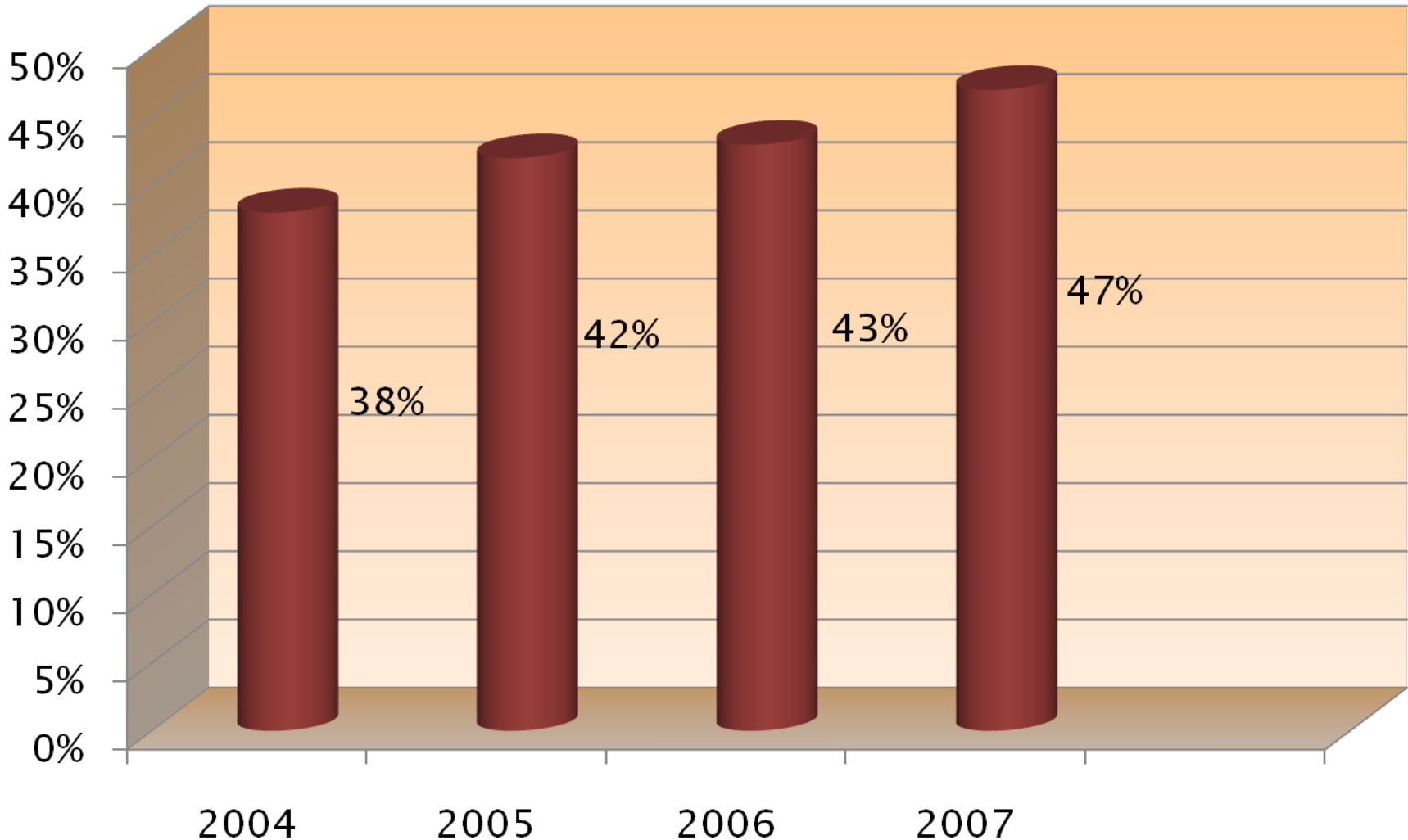
College Remediation rate of CTE Completers decreased BY 19%



College completion rate of >30 hours in freshman year increased by 10%

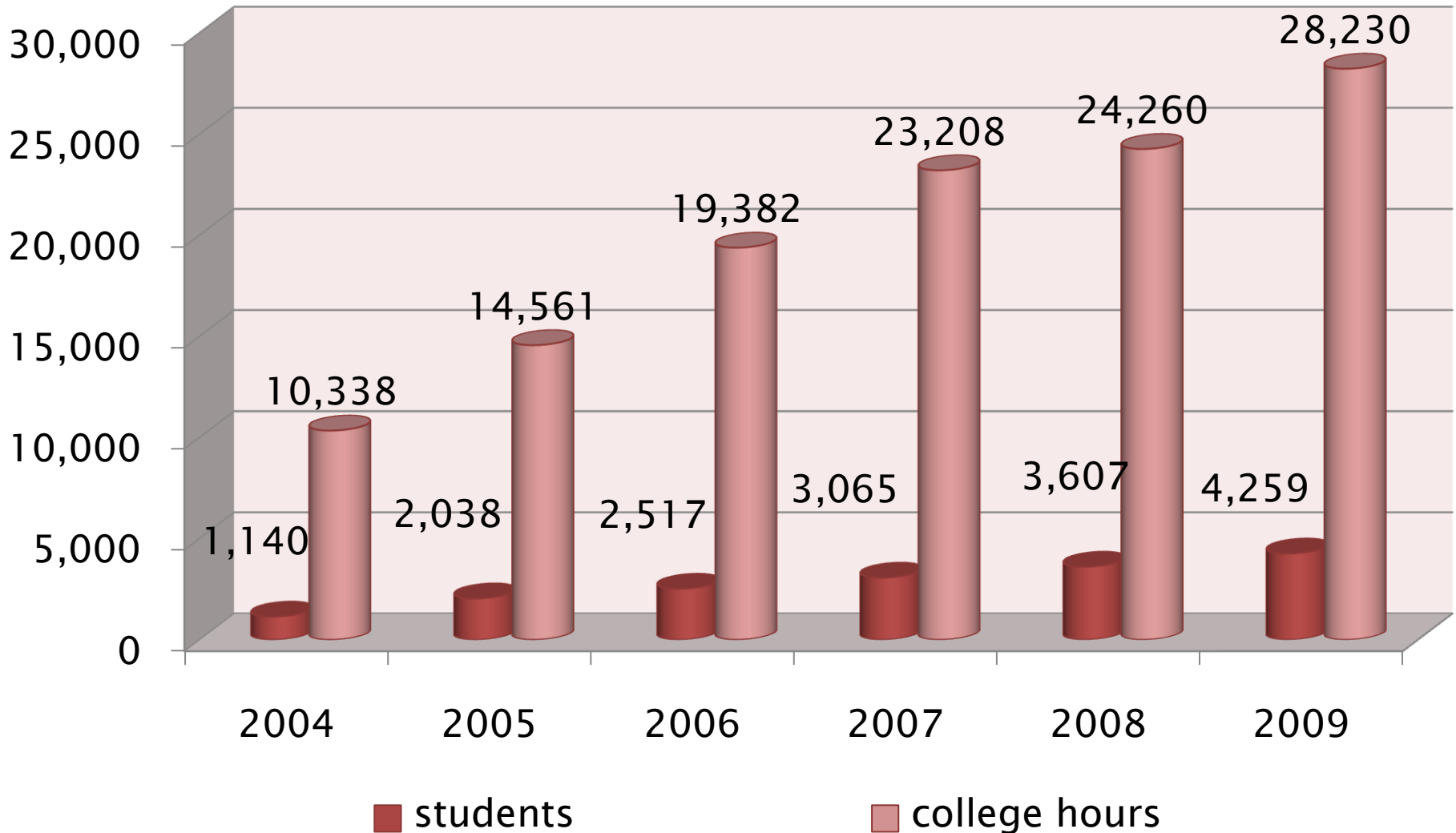


CTE Completers who attend Arkansas public colleges has increased by 9%



Career Center CONCURRENT CREDIT

millions in savings to students based on individual college tuition rates



Accountability Data

- ▶ Data reported must be disaggregated by special population categories and NCLB categories
- ▶ Achievement gaps must be identified and quantified




5	+2.688
0	+5.000
1	+1.500
0	+1.125
0	+1.062

Accountability Data disaggregated by special population categories

In addition to dropping CTE skill attainment scores,

The performance gap between White and Black students widened to 23% this year!

This is a significant increase in the gap of past years!



5	+2.688
0	+5.000
1	+1.500
0	+1.125
0	+1.062

Accountability Data

Secondary Indicators



Technical skill attainment,
aligned to industry-recognized standards
And based on the

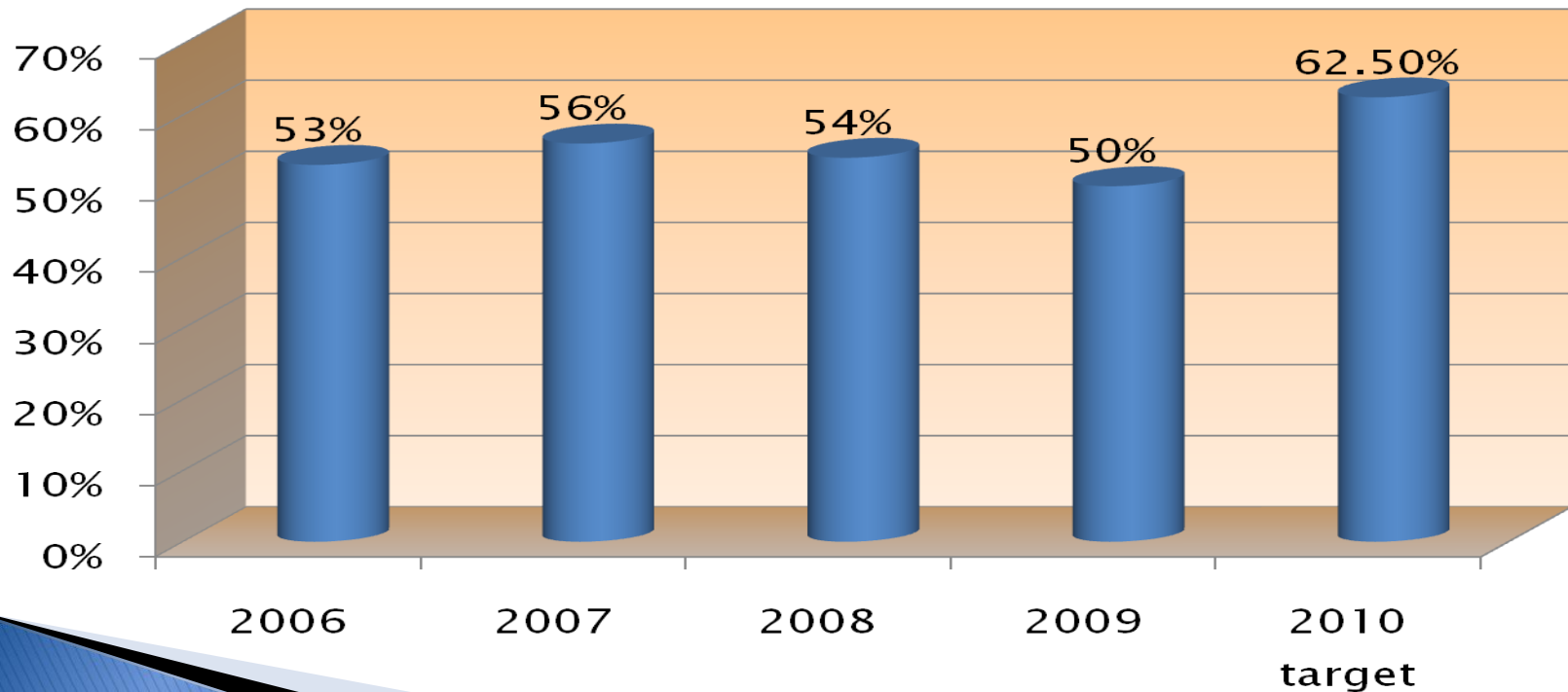
Students who COMPLETE a sequence of courses
and are proficient (score an average of 70% on
Career and Technical End of Course (EOC)
assessments

State target 2010–2011

65.00% proficient

Vocational Skill Attainment has decreased as we move from textbook instruction to updated frameworks based on industry review. Unfortunately this will be the first indicator to require an improvement plan from Arkansas!

Demonstrated by Percent of CTE students proficient on end-of-course web-based assessment



► In Perkins IV legislation sanctions are possible if states:



- Fail to implement improvement plan OR
- Fail to show performance improvements once an improvement plan is in place OR
- Fail to meet 90% of the same measure's performance target 3 years in a row

Remember this from our first power point:
DATA TO DETERMINE SANCTIONS WILL BE AVAILABLE
DECEMBER OF 2009!

What does all of this mean?

▶ For Arkansas:

- If no improvement is shown in future years the
- U S Department of Education Secretary could withhold some or all of state admin/leadership funds

▶ For Locals

- If no improvement is shown sanction language mirrors that of the state
- Arkansas ACE Board could re-assign management of some or all of the local grant funding.

Incentives, Sanctions and Improvement plan



- ▶ Failure to meet performance target for any measure
 - Must develop and implement an improvement plan
 - First program year not meeting the performance target

Incentives, Sanctions and Improvement plan



Arkansas failed to meet the Skill Attainment indicator and must develop and implement a State Improvement plan

Incentives, Sanctions and Improvement plan



Arkansas's Local recipients meeting the required Indicators

22% met the Skill Attainment Indicator
(however only one consortium Western Arkansas had an increase)

73% met the literacy indicator

80% met the NT participation indicator

87% met NT completion indicator

90% met the math indicator

92% met the placement indicator

95% met the completion indicator

96% met the graduation indicator

Those not meeting the Indicator must complete an improvement plan

2008-09 Performance Results and Improvement Plans Due in 2010-11 Application

DistrictName	Literacy		Math		Tech Attain	Compl	Grad	Place	NT Part	NT Compl
Arch Ford					Yes					
Ashdown School District	Yes	Year 2	Yes	Year 2			Yes			
Batesville School District					Yes					
Bentonville School District					Yes					
Berryville School District	Yes	Year 2								
Blytheville School District	Yes	Year 2	Yes	Year 2	Yes					
Bryant School District					Yes					
Cabot School District					Yes					
Camden Fairview School District	Yes		Yes		Yes					
Cave City School District					Yes					
Centerpoint School District	Yes	Year 2			Yes					
Conway School District										
Corning School District	Yes	Year 2							Yes	
Crowley's Ridge					Yes					
Dawson					Yes					
DeQueen School District									Yes	
DeQueen/Mena					Yes					
DeWitt School District					Yes				Yes	
Dollarway School District										
Earle School District	Yes	Year 2	Yes	Year 2	Yes					

2008-09 Performance Results and Improvement Plans Due in 2010-11 Application

DistrictName	Literacy	Math	Tech Attain	Compl	Grad	Place	NT Part	NT Compl
El Dorado School District			Yes					
Eureka Springs School District			Yes					
Fayetteville School District			Yes				Yes	
Flippin School District								
Forrest City School District	Yes Year 2	Yes	Yes					
Fort Smith School District			Yes	Yes			Yes	
Great Rivers			Yes					
Green Forest School District	Yes		Yes	Yes	Yes			
Greenland School District								
Harrison School District			Yes				Yes	
Helena/W.Helena School District	Yes Year 2	Yes	Yes	Yes	Yes	Yes		
Highland School District			Yes				Yes	Yes
Hope School District	Yes Year 2	Yes Year 2	Yes				Yes	
Hot Springs School District			Yes					
Hoxie School District			Yes				Yes	Yes
Hughes School District	Yes	Yes	Yes				Yes	
Huntsville School District								
Lawrence County School District								
Lee County School District						Yes		Yes*
Lincoln School District								Yes

2008-09 Performance Results and Improvement Plans Due in 2010-11 Application

DistrictName	Literacy	Math	Tech Attain	Compl	Grad	Place	NT Part	NT Compl
Little Rock School District	Yes		Yes				Yes	Yes
Magnolia School District	Yes Year 2		Yes					
Marvell School District			Yes			Yes*		
Mena School District			Yes					
Mountain Home School District			Yes					
Mountain View School District			Yes				Yes	
Nashville School District			Yes			Yes		Yes
North Little Rock School District			Yes				Yes	Yes
Northcentral			Yes					
Northeast	Yes Year 2		Yes					
Northwest			Yes					
OUR			Yes					
Ozark Mountain School District						Yes		
Paragould School District			Yes					
Pine Bluff School District	Yes Year 2		Yes					
Pulaski County School District	Yes		Yes					
Rogers School District			Yes					
Russellville Area Center			Yes					
Searcy County School District	Yes							
Sheridan School District			Yes					Yes

2008-09 Performance Results and Improvement Plans Due in 2010-11 Application

DistrictName	Literacy	Math	Tech Attain	Compl	Grad	Place	NT Part	NT Compl
Siloam Springs School District								
So. Conway Co. School District			Yes					
South Central								
Southeast			Yes					
Southside School District (Batesville)			Yes				Yes	Yes
Southwest			Yes					
Springdale School District	Yes		Yes					
Stuttgart School District			Yes					
Texarkana School District	Yes		Yes	Yes				
Trumann School District			Yes					
Van Buren School District			Yes					
Vilonia School District			Yes					
W.D. Mills			Yes					
Watson Chapel School District			Yes				Yes	Yes*
West Memphis School District	Yes		Yes			Yes		
Western Ark								
White Hall School District								
Wynne School District			Yes					
Yellville-Summit School District			Yes				Yes	
	21	8	62	4	3	6	16	10
	27%	10%	78%	5%	4%	8%	20%	13%

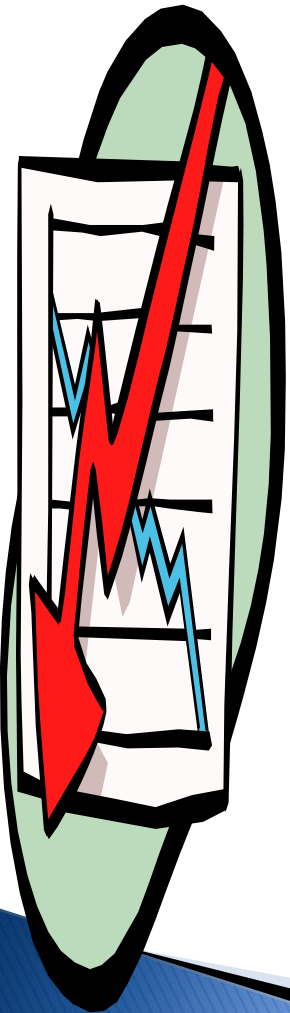
Incentives, Sanctions and Improvement plan

Action steps for Arkansas Improvement Plan

Program managers will evaluate all assessments results and identify objectives not mastered by all students and by each special population group

First priority with all state leadership dollars and with agency lead professional development will focus on curriculum frameworks

Extended staff in our regional cooperatives will be required to place curriculum frameworks as a first priority for all teacher in-service and to focus the majority of all activities in their Perkins Applications on areas that will improve technical skill attainment. Extended staff in the regional cooperatives will also meet with agency staff to be informed of the improvement plan and it's implementation



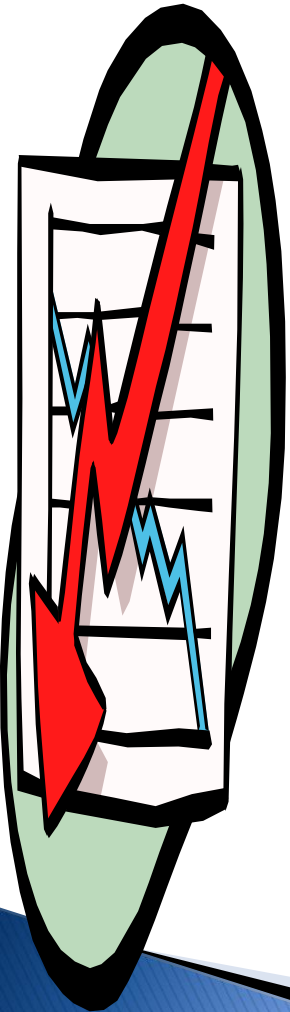
Incentives, Sanctions and Improvement plan

Action steps for Arkansas Improvement Plan

All Perkins applications will be reviewed to assure that any single LEA or consortium not meeting the skill attainment indicator includes professional development on the curriculum frameworks as a project

Our agency will require an improvement from the staff manager and staff supervisors of each program area with an implementation plan based on data and the improvement plan outlined in this report

Monthly division-wide meetings will be held to evaluate and discuss progress and challenges to success to increase the numbers of concentrators scoring proficient on end of course assessments

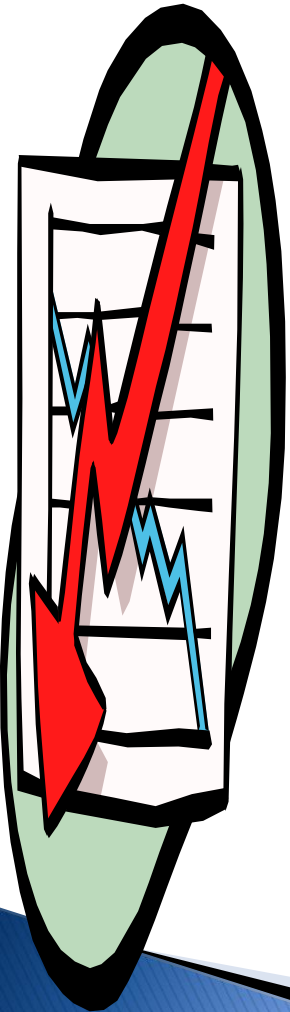


Incentives, Sanctions and Improvement plan

Action steps for Arkansas Improvement Plan

All Locals not meeting an indicator will be required to submit and improvement plan

The state improvement plan will be reviewed at the annual Perkins grant proposal meeting in the spring of 2010. All appropriate agencies, individuals, and organizations will be invited to review and provide input.



Incentives, Sanctions and Improvement plan



What has the state staff done in the State improvement plan and to assist schools to meet the skill attainment indicator in the future!

2008-09

CTE Students Assessed

We have reviewed all 49 core assessments from last year and are monitoring this years ongoing assessments

- ▶ 104,428 9-12 CTE student assessments
 - ▶ 49 CTE core courses

Grade Inflation Study in All Areas!

We have completed and made available a grade inflation study of all areas and all schools and all programs within the school

FAMILY AND CONSUMER SCIENCE									
2008-09 Competency Test Scores Compared to Class Grades (alpha order)									
District	School Name	Diff	SCT Pass Ct	SCT Ct	SCT Pass	Grade Pass Ct	Grade Ct	Grade Pass	No Grade
ALMA SCHOOL DISTRICT	ALMA HIGH SCHOOL	13%	190	229	83%	195	203	96%	26
ALPENA SCHOOL DISTRICT	ALPENA HIGH SCHOOL	16%	93	115	81%	84	87	97%	28
ARK. SCHOOL FOR THE BLIND	ARK. SCHOOL FOR THE BLIND H.S.	45%	6	11	55%	10	10	100%	1
ARK. SCHOOL FOR THE DEAF	ARK. SCHOOL FOR THE DEAF H.S.	93%	3	45	7%	37	37	100%	8
ARKADELPHIA SCHOOL DISTRICT	ARKADELPHIA HIGH SCHOOL	30%	158	234	68%	215	220	98%	14
ARMOREL SCHOOL DISTRICT	ARMOREL HIGH SCHOOL	45%	32	66	48%	61	65	94%	1
ATKINS SCHOOL DISTRICT	ATKINS HIGH SCHOOL	34%	98	160	61%	144	151	95%	9
AUGUSTA SCHOOL DISTRICT	AUGUSTA HIGH SCHOOL	53%	36	100	36%	82	92	89%	8
BALD KNOB SCHOOL DISTRICT	BALD KNOB HIGH SCHOOL	20%	187	237	79%	220	222	99%	15

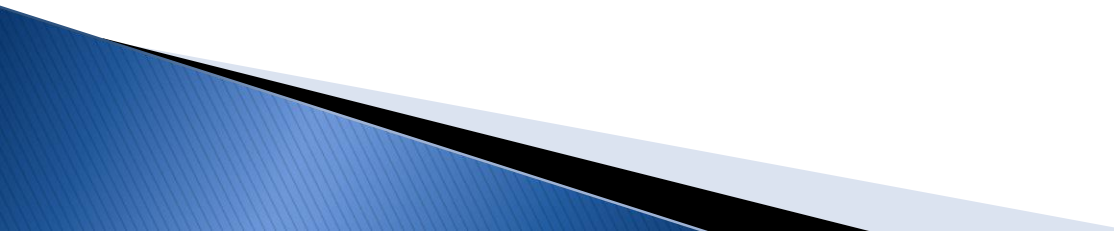
We have improved our monitoring processing to assure all students are assessed fairly and honestly!

SchoolName	Course Name	Course #	Enrolled	Tested	% Tested
Alma High School	Computerized Accounting I	492100	38	33	86.84%
Alma High School	Computerized Business Applications	492120	12	10	83.33%
Alma High School	Desktop Publishing I	492150	35	36	102.86%
Alma High School	Multimedia Applications I	492360	79	0	0.00%
Alpena High School	Computerized Accounting I	492100	14	10	71.43%
Alpena High School	Computerized Business Applications	492120	32	27	84.38%
Alpena High School	Desktop Publishing I	492150	16	16	100.00%
Alpena High School	Desktop Publishing II	492160	16	13	81.25%
Alpena High School	Office Management	492380	21	17	80.95%
Arkadelphia High School	Computerized Accounting I	492100	30	22	73.33%
Arkadelphia High School	Desktop Publishing I	492150	27	25	92.59%
Arkadelphia High School	Desktop Publishing II	492160	24	20	83.33%

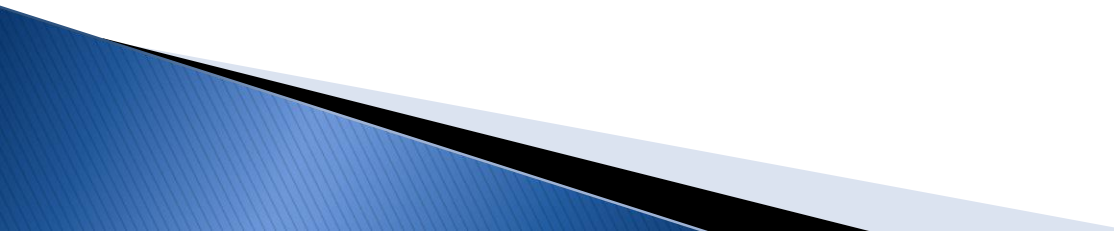
We have reviewed all test on state and local level to identify who is not learning and what are they not learning!

Biological Animal Sciences																
Topic Name	Arch Ford	Arka nsas River	Crow ley's Ridg e	Daws on	DeQ ueen/ Mena	Great River s	Nort hcen tral	Nort heast	Nort hwes t	OUR	Sout h Centr al	Sout heast	Sout hwes t	W.D. Mills	West ern Arka nsas	Aver age Scor e
A BIOLOGICAL SCIENCE IN OUR LIVES	67%	76%	67%	61%	71%	60%	66%	63%	65%	66%	67%	66%	56%	65%	67%	66%
A1.3 Describe career opportunities available	86%	89%	89%	83%	82%	86%	88%	79%	83%	84%	83%	81%	79%	84%	83%	84%
A1.4 Discuss FFA and supervised experience	49%	64%	45%	40%	61%	35%	45%	48%	48%	49%	51%	51%	33%	46%	52%	48%
B SAFETY IN THE BIOLOGICAL ANIMAL SCIENCES	96%	100%	95%	97%	93%	97%	97%	95%	95%	95%	87%	100%	97%	88%	98%	95%
B2.4 Describe the importance of personal safety	96%	100%	95%	97%	93%	97%	97%	95%	95%	95%	87%	100%	97%	88%	98%	95%
C CONDUCTING EXPERIMENTS AND RESEARCH	62%	59%	64%	58%	59%	52%	63%	53%	58%	58%	50%	50%	63%	54%	56%	57%
C3.2 Discuss procedures in conducting	82%	73%	84%	74%	79%	68%	83%	70%	77%	77%	73%	61%	92%	71%	75%	76%
C3.3 Explain how the research process is applied	39%	36%	43%	41%	35%	25%	37%	31%	34%	35%	26%	35%	30%	34%	32%	34%
C3.4 Discuss the collection of data	66%	68%	67%	59%	65%	63%	70%	59%	64%	63%	53%	56%	69%	57%	61%	63%
D SUMMARIZING AND REPORTING RESEARCH	59%	50%	61%	49%	55%	54%	67%	49%	54%	57%	48%	57%	52%	46%	65%	55%
D4.2 Explain the difference between findings	62%	36%	55%	44%	54%	56%	70%	46%	50%	54%	42%	52%	44%	39%	60%	51%
D4.3 Discuss the components and preparation	57%	64%	67%	55%	57%	53%	65%	52%	59%	60%	54%	63%	61%	54%	70%	59%

Through our work with the
Question Mark Assessment
Corporation we have
reviewed all assessments to
assure the validity and
reliability of each
assessment



This year the major Perkins focus will certainly be on CTE skill attainment but we will encourage all to continue to review the literacy indicator and where needed provide other activities for indicator improvement




To improve skill attainment we are suggesting two strategies for our schools

Note: this is only a suggested list many other activities may be locally written and submitted!

Test Preparation–review of all objectives in which less than 70% of students have passed and developing strategy to improve student learning in these identified areas which may have not been covered by instructor.

Technical Preparation–Longer term effort to improve the delivery of instruction through project based instruction using learning scenarios incorporating hands on, real life type activities where students learn by doing rather than seeing and hearing and accomplish activities similar to those done on the job site.



CTE Skill Attainment Activity Strategy #1 Test Prep should bring quick results and includes the following steps:

1. a review of past assessment
2. Identification of objectives in most need of attention (under 50%) and those near proficient (between 50% and 70%).
3. Meetings with teachers to review their individual program results and discuss how student learning on each low objective may be improved and assuring that each teacher covers those low objectives from frameworks. Emphasis placed on fastest turnaround.
4. Needs may include, curriculum materials, videos, stipends, and possibility personal cost
5. Program staff will model their work in reviewing all state test results and their plan to focus on these objectives in summer in-service.

CTE Skill Attainment Suggested Activity Strategy #2

Technical Preparation

Technical preparation returns to roots of Career and Technical Education founded in the apprenticeship model. Helping students to not only see and hear but touch, smell, and do, through a 10 to 20 day scenario's infused into existing curriculum with Perkins funds the first year and then becoming a part of regular instruction thereafter.

Modeled after examples of outstanding CTE programs in our state with true project based learning.

Troy Buck–Arkansas's Meats Lab Centerpoint

Phyllis Smith– School Bank McCellan HS

Ginger Price– Simply Delicious a full service restaurant


North Pulaski HS Darlene Bingham Arkansas first

School based Dental Clinic

Phyllis McGinty– Arkansas first teen
parent child care center

CTE Skill Attainment suggested Activity Strategy #2

Technical Preparation–Project Based Scenario

1. Project must be written by teachers and stipends will be approved in first Application, then actual projects will be approved as amendments (example provided)
 2. Teachers begin by selecting a course and reviewing low objectives and grouping as many of these objectives into a project based instructional activity as possible.
 3. Information and instructions on how to write project based scenario's will be provided by Manager Chisholm of the Assessment office.
 4. Each program office will provide approvable examples of Project based scenarios from their area.
 5. Expenses may include instructional materials and supplies, stipend cost, and other possible equipment necessary for the project.
- 

To improve literacy skill attainment we are also suggesting two strategies for our schools

Note: this is only a suggested list many other activities may be locally written and submitted!

Test Preparation– year long web based instruction with teacher teams of academic and CTE instructors to build literacy skills. This program is coordinated between the Department of Education staff and the SREB staff to make the program more relevant to Arkansas literacy frameworks. The program will require team projects to improve literacy and may require a small amount of stipends plus web based instruction cost.

Technical Preparation–Longer term effort to improve the delivery of instruction through strengthening CTE and related academic instructor skills through MAX Teaching strategies. All training involving academic teachers must be with the team approach and **MUST** include CTE instructors. It is also desirable to include in the activity a plan for sustaining through administrative support.

Celebrating the Past
Creating the Future
Expectations for the Local Improvement Plan

John L. Davidson
Deputy Director
Career and Technical Education

Rod Duckworth
Associate Director, CTE Programs

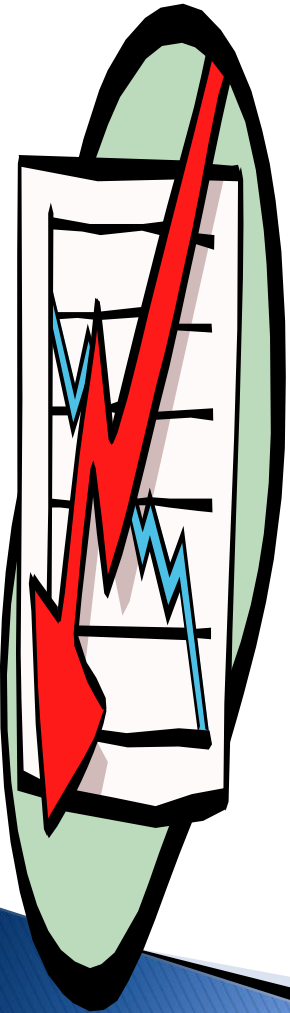
Sandra Porter
Associate Director, CTE Program Support
Workforce Training

Sonja Wright-McMurray
Associate Director, Arkansas Works

William L. (Bill) Walker Jr.
Director
Arkansas Department of Career Education

Incentives, Sanctions and Improvement plan

Action steps for Arkansas Improvement Plan



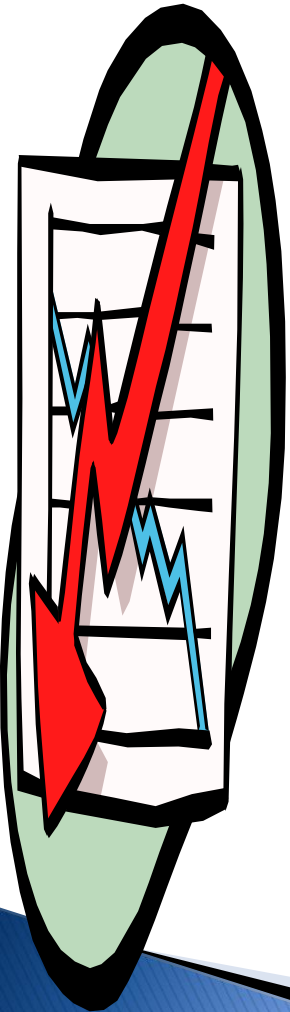
CTE Perkins Coordinators with instructors or representatives of CTE instructor groups will evaluate all assessment results and identify objectives not mastered by all students and by each special population group

First priority with all Local Perkins dollars and with professional development will focus on curriculum frameworks

Curriculum frameworks will be a first priority for all teacher in-service and a focus of all activities in their Perkins Application that will improve technical skill attainment.

Incentives, Sanctions and Improvement plan

Action steps for Arkansas Improvement Plan



All Perkins applications will assure that all activities for the skill attainment indicator includes professional development on the curriculum frameworks as a project

Monthly meetings should be held to evaluate and discuss progress and challenges to success to increase the numbers of concentrators scoring proficient on end of course assessments

All local data must be included and documented in the local improvement plan—to include any gaps among special populations!